



2019

July 1, 2018 - June 30, 2019

ANNUAL REPORT



CDCl is Vermont's University Center for Excellence in Developmental Disabilities Education, Research, and Service. Our mission is to act as a bridge between our community and university to provide culturally competent and collaborative education, support, research, and information sharing to ensure people with disabilities and their families can live their lives as they choose.



THE UNIVERSITY OF VERMONT
CENTER ON DISABILITY &
COMMUNITY INCLUSION

DIRECTOR'S WELCOME

Dear Friends and Colleagues,

I am thrilled to share this report with you highlighting some of our accomplishments this past year. July 1, 2018 through June 30, 2019 was the first year of our new 5-year plan. We created the plan by gathering feedback from people with disabilities, their family members, and professionals and community members to create the plan.

Their feedback led us to create a new priority: We need to integrate Inclusive Excellence in all of our work. Inclusive Excellence is the recognition that our success depends on how well we promote equity, diversity, inclusion, and justice in everything we do. This includes:

- Critically examining our personal identities and actions to identify areas of needed growth.
- Reviewing and changing our organizational policies and procedures.
- Increasing diversity of who we are, who we serve, and with whom we partner.
- Identifying and dismantling inequities and “isms” (e.g., racism, ableism).
- Sharing what we learn for accountability and measuring progress.

We have committed to increasing the Inclusive Excellence of our teaching, service, research, dissemination, and infrastructure. This year we conducted an organizational assessment to review our strengths and needs, shared findings and received feedback from our Community Advisory Council (CAC), provided professional development to our staff, invited Dr. Jesús Treviño to provide training and consultation on Inclusive Excellence, and conducted a survey to better understand how Inclusive Excellence is part of projects and activities, and what we want to work on next.

What have we learned? People at CDCI value diversity, equity, and inclusion. We work to provide access to diverse groups. We believe it is our responsibility to promote diversity and address discrimination. We agree we need to do much more.

What do we need to work on? Our personnel and partners need to represent more culturally, racially, and ethnically diverse groups. We need to engage people from diverse groups. We need to create a language access plan.

Thank you for taking the time to read our Annual Report. Please contact me with any comments or questions, and I look forward to connecting with you.

All my best,



Jesse Suter
Executive Director

WHO WE ARE

Community Advisory Council

CDCI benefits from the expertise and feedback of our Community Advisory Council. This year our Council met quarterly to review our work, make recommendations, and welcomed 5 new members (3 self-advocates and 2 family members).

More than half (54%) of our Council identifies as an individual with a developmental disability or as a family member. Nearly one-third (31%) of our council identifies as a racial or ethnic minority, LGBTQ, or having another type of disability.



Members

*Note: Members with an * next to their name are new this year!*

Max Barrows, Co-Chair, Self-Advocate

Ed Paquin, Disability Rights Vermont (Protection & Advocacy)

Karen Price*, Co-Chair, Family Member

Persephone Ringgenberg*, Self-Advocate

June Bascom, Vermont Developmental Disabilities Services Division

Meagan Roy*, Family Member

Mary Alice Favro, Vermont LEND

Liliane Savard, University of Vermont

David Frye*, Self-Advocate

Karen Topper, Green Mountain Self-Advocates

Kristopher Medina*, Self-Advocate

Nicole Villemaire, Self-Advocate

Kirsten Murphy, Vermont Developmental Disabilities Council

Councilmember Profile: David Frye



David is one of our five new members. He is a long-time advocate for disability rights as well as the rights of the LGBTQ community. David started the first LGBTQ group for people with disabilities. He has been recognized with many awards in Vermont and his story was featured in CDCI's Life Histories project in 2017.

CDCI Core Management Team

Jesse Suter, Executive Director

Darren McIntyre, Assistant Director & Community Service Coordinator

Rachel Cronin, Business Manager

Winnie Looby, Academics Coordinator

Valerie Wood, Research and Evaluation Coordinator

Jeanne Nauheimer, Dissemination Coordinator

Lisa Hurst-Bouffard, Executive Assistant

Faculty and staff honors, awards, and recognitions



Dr. Winnie Looby was accepted into the Inaugural Cohort for the UVM Faculty Fellows for Diversity and Inclusion Program. In addition to being one of CDCI's Core Function Coordinators, Winnie Coordinates the Interdisciplinary Study of Disabilities Certificate and was recently featured as one of nine new faculty members bringing diverse expertise and backgrounds to the College of Education and Social Services.



The American Educational Research Association recognized **Dr. Michael Giangreco** with the Distinguished Researcher Award for his body of work researching inclusive education, especially for people with severe and multiple disabilities.



Stirling Peebles received the Lois Curtis Award at The Association of People Supporting Employment First (APSE) annual conference. This award is given to a Person with a Disability to recognize an individual's personal achievement in advocating for inclusive, individualized, community-based employment and/or independent living.



CDCI's Business Manager **Rachel Cronin** received the College of Education and Social Services Staff Award. This award recognizes the positive impact two staff members have on CESS and the larger community who goes above and beyond their duties to promote the values of our institution.



Dr. Jesse Suter was accepted into and completed the Georgetown University Leadership Academy Increasing Leadership for Cultural Diversity and Cultural and Linguistic Competence in Networks Supporting Individuals with Intellectual and Developmental Disabilities.

WHAT WE DO

We work together

CDCI partners with people and organizations from UVM, Vermont, and all over the world.

Interprofessional Education Project



Faculty members Jen Hurley and Shelley Velleman began a new five-year grant called Interprofessional Education (IPE) Project. It will support 17 graduate students in Speech-Language Pathology and 17 in Early Intervention/Early Childhood Special Education. They will receive tuition money and take classes together.

Community of Practice

In 2017, leaders within the Vermont disability community saw the need to increase the cultural and linguistic competency (CLC) in order to better serve the diverse needs of our state. Over the past year, this team studied organizations and made a recommendation for our developmental services division to include CLC as a core value. The team also studied data on demographics and disparities for people with disabilities, hosted screenings of the documentary *Intelligent Lives*, and presented on intersectionality and ableism at a statewide conference.



Vermont Leadership Series

The Developmental Disabilities Network collaborates on a yearly Vermont Leadership Series. This year the series was led by Kirsten Murphy (Vermont Developmental Disabilities Council), Max Barrows (Green Mountain Self-Advocates), Pam McCarthy (Vermont Family Network), as well as Disability Rights Vermont and our Center. The 2019 Vermont Leadership Series graduated 12 self-advocates and 11 family members for a total class of 23.



We Teach: Interdisciplinary Training

4
COURSES

19
GUEST
LECTURES

7
THINK COLLEGE
GRADUATES

39
PEER-MENTORS



Think College and the Peer Mentor Experience

We have known Think College Vermont is a truly exceptional program since its start in 2010. Think College was originally funded through a federal grant to help improve employment outcomes for individuals with intellectual and developmental disabilities by offering opportunities for college credits and more work experience in an inclusive higher education setting. We quickly realized that the outcomes were not limited to the students enrolled in Think College. Our program hires peer mentors who are also UVM students to support the students enrolled in Think College. This year Program Director Bryan Dague and AmeriCorps VISTA member Emma Kutscher worked together to collect and archive the benefits UVM students experienced by working as Peer Mentors. Their findings showed that peer mentors experienced increased value in their own learning experiences, enhanced sense of belonging to a community, meaningful relationships, and shifts in their course of studies and careers.

448
ACTIVITIES

6,495
PARTICIPANTS

13,920
HOURS

This year we collected training data for **56 events with more than 1750 participants**. The average satisfaction rating was 3.6 and average knowledge rating was 3.7 on a 4-point scale.

Broadening our scope

CDCI's **Building Effective Support for Teaching Students (BEST)** Project will be awarded funds from two new projects: One award is to develop professional learning opportunities that promote efforts to adopt and implement a whole-school approach to using restorative practices. and the second is to support three Vermont regions in the creation of an interconnected systems framework for mental health in schools implementing Positive Behavioral Interventions and Supports.

Saying goodbye



Project Coordinator Emma Nelson (right) and ASL instructor Kevin Richmond (center) with lawyer and activist Haben Girma (left) at the Northeast Chapter of the Association for the Education and Rehabilitation of the Blind and Visually Impaired Conference in 2017.

As of October 2018, **The Vermont Sensory Access Project (VSAP)**, formerly known as Vermont's Deafblind project, is no longer housed at CDCI. This project continues in the hands of the three agency partners who have been supporters of VSAP and the DeafBlind population, including Vermont Association for the Blind and Visually Impaired, CDCI's I-Team and I-Team Early Intervention projects, and the new lead agency for the state, 9 East VT Deaf and Hard of Hearing. We are thankful for all of the opportunities, challenges, personnel, and expertise that hosting this project for 31 years provided. We look forward to seeing how this project grows and connects with CDCI in the years to come.

The **Metabolic Clinical Nutrition Program** also ended this year. This was a partnership between UVM and the Vermont Department of Health's Children with Special Health Care Needs Program. It worked with infants, children, and adults who have metabolic disorders. The program started in the 1960s and served between 25-30 people a year.

We Study: Research and Evaluation

1
**PEER-REVIEWED
ARTICLE**

5
**PROJECT
EVALUATIONS**

6
**GRANT
AWARDS**

Think College Grad continues studying

Nicole Villemaire presented during the Postsecondary Education & Disability Studies poster symposium at AUCD's Annual Conference. Her poster outlined the study she is conducting on Think College Vermont. Nicole, a graduate of the program and a current member of CDCI's Community Advisory Council, received a Garvin Award to study how Think College helped students with employment and career goals. Nicole explained her poster before attendees could walk around, ask questions, and learn more. Nicole made some great connections during this session.



Peer-Reviewed publications & presentations

Dague, Bryan (2019). Vermont Transitions from Sheltered Workshops to Inclusive Employment to Postsecondary Education. Presentation at the European Union Supported Employment Conference in Amsterdam, Netherlands.

Giangreco, M.F. (2018). Inclusive Education: Inadvertent Scholarship & Unexpected Learning. Special Education Research -- Special Interest Group at the annual meeting of the American Educational Research Association (AERA), Toronto, Ontario, Canada.

Leake, R., Wood, V. F., Bussey, M., & Strolin-Goltzman, J. (2019). Factors influencing caregiver strain among foster, kin, and adoptive parents. *Journal of Public Child Welfare*, 13(3), 285-306. <https://doi.org/10.1080/15548732.2019.1603131>

Nauheimer, Jeanne (2018) An Inclusive Community Starts with Us: Three UCEDDs Work to Model Best Practices in Inclusion and Accessibility. Presented at 2018 AUCD Conference. Washington, DC.

Sharpe, Deborah (2018). Continenence Project. Poster presented at 2018 AUCD Conference. Washington, DC.

Suter, J.C., Giangreco, M.F., & Bruhl, S.A.D. (2019). Special Education Personnel Absences in Inclusion-Oriented Schools: Implications for Building Effective Service Delivery Models. Poster session presented at College of Education and Social Services Scholarship Symposium. Burlington, VT.

Suter, J.C. (2018, November). Working Together to Build RENEW as an Evidence-Based Practice for High School Students with Emotional and Behavioral Challenges. Poster presented at 2018 AUCD Conference. Washington, DC.

Suter, J.C., Looby, W. Wimett, et al. (2019). Building Wider Doors for Inclusive Excellence at Blackboard Jungle.

Villemaire, N. & Suter, J.C. (2018, November). Exploring Think College Vermont Academics and Employment. Poster presented at 2018 AUCD Conference. Washington, DC.

Wood, V. F. & Gooley, B. (2018). The promise of "big data": Overcoming data sharing challenges through university-government collaboration. *The Council on Social Work Education*.

We Share: Dissemination

98
PRODUCTS

10
NEWSLETTERS

19
ARTICLES

Committing to access for all

Web accessibility has been part of our Center's work. As part of a study tracking web accessibility in our network, Utah State University's Center for Persons with Disabilities listed CDCI's website as one of ten to achieve an "A" ranking in 2018.

Screening Intelligent Lives

CDCI, along with other members of Vermont's Community of Practice, have worked to set up screenings of Intelligent Lives throughout the state in order to create more awareness and advocate for change for those who face discrimination, including people who experience disability.



In March the film was screened at the Vermont Statehouse as part of the Lieutenant Governor's Monthly Movie Series. After the 70-minute film by Dan Habib was played for community members and legislatures at the Vermont State House, Meghan Polyte, Chief of Staff for Lt. Governor Zuckerman, introduced the panel of speakers (Stirling Peebles, Kris Medina, and Crista Yagjian) who all told the audience about their experiences with disability and inclusion before opening up the floor to questions and comments.

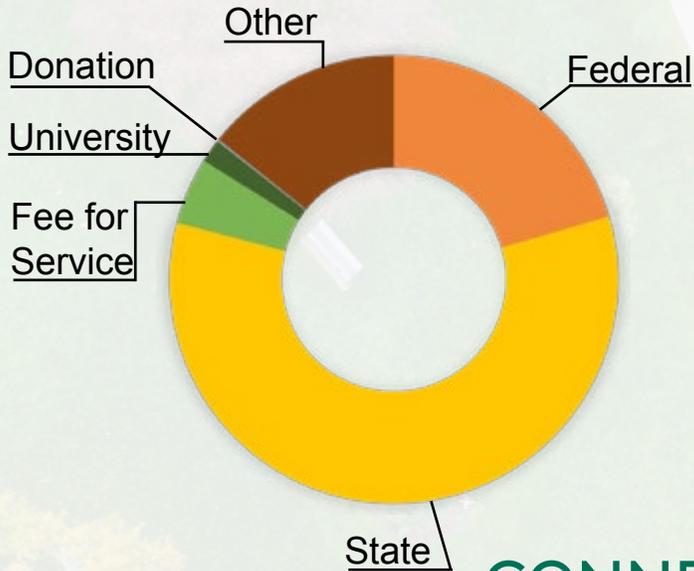


In April, we were lucky enough to be joined by the filmmaker Dan Habib for another screening and community conversation after the Vermont Family Network's Annual Conference. Speakers and panelists for this viewing included Vermont Lt. Governor Zuckerman, Max Barrows, Nicole Villemaire, and David Frye.

HOW WE DO IT

CDCI is supported by many different funding sources. These include grants, donations, and by charging money for the work we do.

Total funding: \$4,276,447



Funding breakdown

Federal:	\$874,770
State:	\$2,506,685
Fee for Services:	\$206,349
University:	\$72,471
Donations:	\$5,254
Other:	\$610,918

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If you would like this report in an alternate format, please contact Jeanne Nauheimer at jeanne.nauheimer@uvm.edu or (802) 656-1141.

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